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ABSTRACT

Global education is a natural, holistic, interdisciplinary way of relating the knowledge, skills, attitudes, and experiences young people will need to live in tomorrow's global community. Although many English teachers regard the English component in global education as alien to their concerns, this should not be so. The school of Global Education at Stevenson High School in Lavonia, Michigan, offers an interdisciplinary program with a strong English component. Three multidisciplinary sequences cover the deep past, the large present, and the future. A 2-hour block of English and social studies serves as the nucleus of the program, supplemented by satellite courses taught from a global perspective. All teachers are part of the global team and receive inservice training either individually or in groups. Cooperatively developed and taught global issues seminars on topics such as hunger, terrorism, and stereotyping are also offered. For those who want to plan a similar program, a variety of resource materials are available from the National Council of Teachers of English and other organizations and journals. Presented at various international conferences, the global approach concept has had a mixed reception, but the reality of the world demands such a perspective. (JL)

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THE MOSAIC OF THE WORLD'S SCHOOLS

by Jonathan Swift

The Melting Pot concept that predominated in our country and our schools for long generations - a concept whose essential objective was anassimilation and the effacement of cultural identity - no longer governs ... We indeed shall be one people, but the individual strands making up our nation will remain distinctive, with no thought of subordinating one to another.
- Evaluation Guidelines for Multicultural/ Multiracial Education, National Study of School Evaluation, Arlington, Virginia, 1973.

Perhaps the most striking global feature for today's world traveler is the multicultural characteristic of the world's cities. This is a fact to be seen. Perhaps less obvious to the travelling educator is the uncertain use of terminology that is the global syndrome of an increasing awareness yet missing unity of approach to a need. Terms such as multicultural, polyethnic, global, international studies, international schools, and global education have multiplied and leaped to the foreground of educational thought. "Culture vultures" abound whose end is the amassment of detail rather than the understanding and humility this knowledge brings. There is the usual tendency in the academic community to over-cerebrate and thus become bogged

down in the vastness of potential approaches. The fundamental fact is that young people throughout the world have to be prepared to go into a multicultural society tomorrow preferably as happy, self-esteeming, productive members of their society. It is our task as teachers to facilitate this development.

Essentially there are two sides to the multicultural coin: first, is the polyethnic classroom with numerous migrants who may or may not be fluent in English - they have <u>all</u> to be brought to fulfillment so that, while maintaining their uniqueness as individuals, they may contribute to the national mosaic; second, is the homogeneous classroom filled with young people who have had little if any contact with other cultures, other ethnic groups - for them, anything different is peculiar. Both groups, nevertheless, should be recipients of a multicultural education.

In terms of education for the year 2000, however, even this is not enough. The economies and the cultures of the world's nations have become so inextricably intertwined that the youth of today must be prepared to cope with tomorrow's

perplexing problems of interdependence. Such global issues as health, energy needs, food production and hunger, human rights, population, and many others are no longer matters of ivory-towered discussion. They have permeated the streets of the globe, and the world might soon be in the hands of young people who have not been prepared to cope with this unprecedented complexity of global interdependence. For teachers to be unaware of the necessary knowledge may be ignorance, for them to be unaware of the need for change is no less than culpable denial of reality.

Indeed, education today must teach us and our children to be realistic. The truth is that we can exist neither within our local communities or in the international community without a set of special skills. For decades we have talked about how literature - written and oral communication - teaches us about others, makes us more emphathetic. The problem is that this has been much too passive. We must make communication in all the arts a more aggressively taught skill. Moreover, we must intensify the teaching of skills of perception, as well as those of critical examination and evaluation about the world

around us, about the global and the human condition.

Certainly, teachers have been talking for a long time about communication, about turning kids on to reading and writing - the joys of poetry, the novel, the drama. Why? As we express this, it appears that reading and writing are ends in themselves. It seems to me more appropriate that we should be turning kids on through writing and literature to life; furthermore, to a life of global participation and responsibility. This is as much the job of the English teacher as the teacher of any other discipline.

Recent educational literature as well as the media have dealt with the concepts of Inter-National/Global Education and Multicultural Education. Definitions should provide meaning, limitations, structure, purpose - resulting implicitly in a value judgement of acceptance or rejection. The definitions of these instructional concepts tend to be all-encompassing because of the divergence of approaches and the newness of the field. The urgent need, then, is for practitioners to be as explicit as possible without being overwhelming.

From the teacher's point of view, global education is a generic title which includes multicultural studies, global issues, and foreign languages. It is primarily a matter of perspective. It can be taught best (perhaps only) by those who are convinced. It is an attitude toward daily living: it is not substantively a new course, nor a new program, nor new content. It is for this reason that global education will succeed for there are those who are already convinced. It is for this same reason, however, that its proponents have such a hard row to hoe. Attitudes are harder to modify than ideas. No justification of virtue will enable a person to be virtuous. That "this will preserve humanity" cannot lead to "do this" unless one believes that both humanity and the individual are connected and both "ought to be preserved." As a result, the introduction to global education should concern itself with individuals understanding themselves first then classmates, families, neighbors in the street, fellow citizens, and finally fellow humans on the other side of the globe. At the same time, we cannot teach the individual's past or future as though they were other worlds. Time is an invention to impose order on a sequence of events. Our

individual and national pasts have influenced if not determined our present and all our present decisions will create our future. If the individual student or teacher doesn't realize this, all the information in the world will be meaningless. Perhaps the need is not so much for information as formation.

Global Education is not, fundamentally, an approach that is totally new. Some call it core curriculum with an international focus. Good teachers have been using it in many ways for many years - limited, too often, by their own academic disciplines. What is this Global Education? In Teaching English: Reflections on the State of the Art (edited Stephen Judy, Hayden, 1979) I offered a definition:

> Global Education calls for a curriculum that will involve students in cultural, scientific, ecological, and economic issues that affect everyone. It promotes an understanding of the values and priorities of the many cultures of the world, as well as the basic concepts and principles related to world communities. It can offer a vital combination of language, literature, and the arts of many cultures. It includes all the traditional values of "English," that literature and language are a reflection of people, their values and needs, their enemies and heroes, and that language is the living instrument of communication. Global Education aims to increase student awareness of cultural, political, and economic independence in the world past, present, and future.

It has been my experience that, once understood clearly, Global Education is a natural, a holistic bridge to many disciplines. Unfortunately, many misinterpretations of Global Education have obscured what it really is. It is not a program for the gifted nor is it for the drop-out, non-achiever, the handicapped, the discipline problem etc. It is rather a teacher attitude toward the pertinence of study to life in the future; it is a type of teacher interaction; it is an emphasis for the student and the teacher on individual as well as group responsibility, on multicultural awareness inside and outside individual nations, on the enormous human movement and commerce to and fro that illustrates the notion of global interdependence, on the newly realized world culture into which all nations plug; it is an interdisciplinary, a holistic way of relating knowledge, skills, attitudes, and experiences for tomorrow's living in a global community.

The educator's task within such a curriculum, then, becomes not so much teaching young people to be assimilated into another culture as aiding them to be flexible and confident enough to pass

freely to and fro between cultures. It is my personal belief that we will never create individuals who are genuinely bi- or poly-cultural but rather individuals who have the knowledge, skills, and sensitivities to move easily among cultures while retaining with pride a first or particular culture.

Evidence indicates that the United States National Council of Teachers of English is aware of the significance of all these concerns. A recent document entitled "The Essentials of Education" which has a goal of "developing informed, thinking citizens capable of participating in both domestic and world affairs," is being promulgated by NCTE in cooperation with some twenty other U.S. educational organizations. English teachers in particular, I believe, would find fascinating the list of skills and knowledge deemed "essential" to education. (Copies of this document are available from NCTE Headquarters, Urbana, Illinois.) An early 1978 draft input from NCTE to the "Essentials of Education" document (1979) suggested that:

> To acquire a sense of what is really essential in English Language Arts, it is necessary to look at learning more expansively rather than in a narrow, piece-meal fashion. Human communication is not a stringing together of

> isolated language skills, but a universe of symbols orchestrated in complex ways. These symbols sometimes take the form of oral and written language, but they are sometimes gestural, as in dance; sometimes iconic as in the graphic arts.
>
> To abstract a handful of language skills from the web of human communication is to distort the process by which people come to know each other and the world. Students will not become highly skillful - in English Language Arts or any other area - if complex human interactions are disassembled in school programs and skills are presented without significant context.
>
> There are necessary relationships among English and other subject matter areas. With the teacher of the physical sciences, the English teacher shares a concern for thinking skills like categorization and specification, clear expression of hypotheses, and development of problem-solving strategies. Along with the social sciences, English focuses on insight into human behavior and the ability to reconstruct our common experiences. English shares with the arts a concern for the power of symbols to express feeling and shape attitudes in ways that often elude our everyday transactions. The common core in all subject areas in the ordering of human experience through symbols, and the essential task of education is to bring each learner into productive contact with these areas.

For a number of reasons, many English teachers regard the English component in Global Education/ Multicultural curriculum as something quite apart from what they teach - although the syllabus of instruction, the activities, the evaluation procedures and the student results in such a curriculum might match or exceed anything in the "English" department. Again, for a number of

reasons, many make no attempt, show no interest in finding out what is being done in this classroom: their biggest concern appears to be what they think is the operation of the program. Some attitudes of distrust or hostility remind one of a comment ascribed to William James that "a great many people think they are thinking when they are merely rearranging their prejudices."

Curiously enough, in his May 1980 (unpublished) paper for the Michigan Department of Education entitled "Global Education and the Problems of Linkages," H. Thomas Collins makes the point that:

> Everyone in education seems automatically to assume that whenever someone inquires about global studies they should be sent immediately to talk with the Social Studies person. It is unforunate that this perception exists because it limits the variety of educational activities and opportunities that students are likely to be offered in their schools.

Other countries in the world take advantage of global studies for different as well as the same reasons. In the Beijing Review (#21, May 26, 1972), the writer Shih Chun, states:

> The metaphysical attitude of refusing to come into contact with foreign things and not studying and analyzing them, is completely wrong. The correct principle we should follow is to 'make the past serve the present and foreign things serve China.' (Chairman Mao)

It is the English teacher's task to teach skills of comparison and contrast and analysis. S/he often makes use of the past. We know how many times English teachers use materials from other cultures, those highly different from our own. Why can't this same task be performed in conjunction with social studies, foreign languages, arts, physical education, mathematics, and science departments?

The crucial question at this point is: I hear what is being said about the necessity for a global education but why is this related to an English department? The answer, in my opinion, is brief and clear:

1. Facility in language (spoken and written) is fundamental to every discipline not just that of an English department, but it is the especial task of the English teacher to concentrate on the acquisition of these skills.
2. The skills of reading, writing, speaking, and listening can be taught in many academic contexts of usage.
3. Literature in all disciplines is a map of where humanity has been, is, and is headed: it is a reflection of the universal problems, values, solutions, and activities of all human kind.

4. The comparative characteristics of the individual and of the stereotype are especially pertinent to the reading, discussion, and critical analysis of literature.

5. The benefits of comparative culture approaches in literature, humanities, and language are potentially even greater than hitherto represented.

6. Divergent points of view can be fostered especially well in the English classroom along with the skills of observation, analysis, evaluation, judgment, and debate. The awareness that other individuals, peoples, nations see the world differently is essential to our understanding of tomorrow's relationships.

7. Myths, symbols, metaphors, translation, and other forms of expression are all culture oriented. Such study in the English classroom alerts students to potential keys for richer human relationships.

There may be many models for the implementation of global education with an English component. The determining factor in which direction to follow is usually the teacher involved and the support of the local administration and community. Teachers seldom initiate the innovations but they certainly do decide whether or not they will

personally or corporately veto them. The question is often reduced to the following line of reasoning:

How many innovations does my school need?

If this new approach seems to make sense, then I'll consider it if 1) it is easy to implement, 2) I'll be supported by administration, community, and colleague, 3) I have sufficient know-how to be comfortable with the methodology, and 4) there is some personal satisfaction. The positive strokes might consist of financial support from the district or state, parents who work very hard to support the project, members of the community who volunteer to share their expertise, students who in evaluation exceed all dreams (even with a control group), and an academically sound curriculum. The negative spin-offs, however, can be personal attacks from former friends and colleagues, final rejection by teachers on whom in-service time and effort has been spent, unsuccessful evaluation, highly creative stories about what participating teachers are reputed to be doing in the classroom.

What follows now is the description of one interdisciplinary program in global education which has an English component. It will clearly be seen here, that we have now moved beyond global <u>perspectives</u> to the second phase - that of global

studies. There is indeed a body of knowledge relative to global awareness and skills that falls within the domain of several academic disciplines.

Several years ago, the Livonia Public Schools District in Michigan began preparing for education on a broader basis. In response to the perceived need for students to broaden their understanding of the interdependence of all people on "spaceship earth," the elementary social studies program in the schools was revamped; then, with the financial support of the Michigan State Department of Education, the school of Global Education began in September, 1978 as a subschool of Stevenson High School. Seventy students from grades 10 through 12 elected to participate. They are still today at liberty to come in and out of the program at each semester's end: there is no pressure to stay in or out.

In our world, we fill many roles: family, community, religious, national, and international. It is important to many people that we participate in these inter-related systems in responsible ways. To do this effectively we need certain knowledge and skills. The staff of the Global Education School believes that the person who will

profit most from this alternative will be the one who wants to grow towards self-awareness and increasing independence, who wants a different kind of learning experience, who wants a closer relationship with other people, and who is concerned about preparing himself well for the many roles he will have to fill in the world around him. S/he is the student who is open to new experiences, new ideas, new people. Accordingly,Global Education at Stevenson High School means a process which will involve participants in cultural, scientific, ecological, and economic issues which affect everyone. It promotes an understanding of the values and priorities of the many cultures of the world as well as the basic concepts and principles related to world communities.

This philosophy is translated into several roles. Chief of these for the English teacher is an increase of student awareness of the nature and development of world literature, languages, the arts and their inter-relationship with national behavior, and the understanding of divergence of individual values.

There are three multi-disciplinary sequences offered to all students (regardless of grade or

ability). Sequence I deals with the deep past from the creation of the cosmos to the middle ages in human history. Sequence II concerns the large present - the discovery and colonization of America in relation to the rest of the developing world. Sequence III deals with the future - the skills, the attitudes, the facts, and the concepts needed to face a future filled with alternatives.

CURRICULUM OF THE SCHOOL OF GLOBAL EDUCATION AT STEVENSON HIGH SCHOOL

SEQUENCE I

English: Development of Language, Writing and Communication (including writing and research skills). Mythology, the Beginnings of Drama, Creativity and Humanities in the World.

Social Studies: Introduction to Archaeology, Sociology, Geography, Anthropology, Psychology, Economics, and Political Science.

Science: Science of the Earth: Beginning Astronomy, Geology, Meteorology and Oceanology.

Mathematics: History of Mathematics, Algebra, Geometry, and Advanced Placement Mathematics.

Foreign Languages*: Beginning and Intermediate Spoken Languages.

*Possible Independent Study

SEQUENCE II

English:** American Literature and the Development of the Novel, Short Story, Poetry, and Drama. (This will include writing skills and optional creative writing), the World Literature connection.

Social Studies**: American Pluralism in History and Government: Native and Immigrant trends, Foreign Policy.

Science: Basic Chemistry with Emphasis on the Earth and Mineral Resources.

Mathematics: Historical Development in Math, Algebra, Geometry, Advanced Placement Mathematics.

Foreign Languages**: Intermediate and Advanced Spoken Languages.

Physical Education: An emphasis on creativity, leisure and world popular games and skills.

*Possible Independent Study

**Including Independent Study

SEQUENCE III

English: Contemporary World Literature, Trends and Notable Authors, New Directions in Drama, the Novel, Poetry, and Non-Fiction, Science Fiction, Futurism, scenario and report writing.

Social Studies*: Problems in Global Interdependence. Studies in Major Global Issues (e.g. Energy Resources and Use, Population, Food and Nutrition).

Science: Global Issues found in Physics and/or Biology (if enrollment supports staffing).

Mathematics: Current Problems for Math, Statistics. (Other courses to be taken outside the Global Education School).

Foreign Languages*: Advanced Spoken Languages.

*Increased Independent Study

The teaching team of the current school consists of a teacher in each of the academic areas: English, social studies, Spanish, science, and mathematics. The teachers have developed and implemented subject areas together with a focus on the issues that pertain to global inter-dependence. These staff members have experience in-service workshops and conferences on team organization, global studies in academic disciplines, and methodology. Members of the team have successfully used human resources from many areas - the community, nearby universities, ethnic groups, service organizations, area specialists, eminent figures on world issues, staff development centers, libraries, county educational consultants, and community service coordinators.

To fully understand the global education program, it must be considered from many points of view. Academically the program consists of several disciplines with the major focus on English, social studies, mathematics, science, and foreign languages. Other electives are in such areas as physical education, business, home economics, vocational training etc. In a traditional high school setting, all of these subjects are departmentalized even fragmentized rigidly. In Global

Education, the curriculum is written so that the academic commonalities of each are interspersed throughout the discipline; this interdisciplinary approach, then, allows the continual reinforcement of skills and academic content. In addition, the content is presented so that the emphasis is placed not solely on the chronological spectrum of events and works but also on the interpretation of these same events and works using a global perspective.

The Livonia Global Education Program is designed so that English and social studies are scheduled as a two-hour block. This block is the nucleus of the program and all students are involved in this segment.

The remaining curriculum consists of academic and non-academic areas offered though satellite courses: these courses are taught from a global perspective but are not limited to students in the global program. This program structure provides an opportunity for students to explore other programs such as the vocational offerings at the District Career Center, the co-op. work/study program, and the courses in the regular schools. This helps maintain the core population yet allows global students to be infused into other programs.

Since a large number of the students follow some or all of the satellite courses, field trips, assemblies etc. are easier to arrange because time is blocked out for consecutive periods of the day and disruption to the regular school is held to a minimum

All teachers of global classes are a part of the global team. In-service training is arranged either individually for a small group or the total team. Like the students, team members reinforce their areas of expertise through outside visitations, workshops, seminars, or conferences.

Another component of the program is the arrangement of global issues seminars. A study of topics such as hunger, terrorism, migration, sterotyping etc. is planned and implemented cooperatively by staff, outside resource people, and students. Groups of students choose separate issues for a program with their global peers, students in the regular school, and/or the community.

ows of what was done to integrate social studies, English, and the
ool of GIobal Education, Sequence I (of three year-long sequences).

	WEEK	LANGUAGE & LITERATURE, ART
TUDIES		
ing of Civilization	1	The Creative Process: the evolution
"	2	of thought, writing, arts.
"	3	(Skills: notetaking, outlining, etc.
"	4	Language & Communication
"	5	" concept of universality
"	6	Introduction to Mythology: beginnings of
Civilizations	7	literature: myth, legend, epic, the hero)
"	8	(skills: expository paragraph writing)
"	9	Literature: examples from ancient epics
- Ancient India	10	of Mesopotamia & India
" "	11	Early Chinese literature and artifacts
" China	12	Lao-Tzu & Kung Fu Tzu
" "	13	Early African lit.& African languages.
rica-Ancient(Ghana & Others)	14	Interpretation of myths & legends.
"	15	The Nature of Religion: personal research
ia(cont'd.) - traditional		" "
ina: Taoism & Confucianism	16	
sia - traditional		(Skills: intro. to poetry, imagery)
apan: Shintoism	17	Poetic examples - haikū, quatrain,
sia - traditional		ballad form, limerick
India: Hinduism & Buddhism	18	Literature:the Ruba'iyat, 1001 Nights
Middle East-Traditional:Islam,	19	E X A M S: Essay type
Judaism & Christianity		Comparative Religions: a synthesis of
W E E K O F F I N A L	20	similarities & differences,
Asia(cont'd)modern Japan,China	21	and sacred writings.
" India	22	(Skills: vocabulary building,writing the
" S.E. Asia	23	personal paragraph,material of autobiography
"	24	" " "
I Middle East - modern	25	
N.Model Unit) "	26	Origins of the Theater: tragedy
Europe - Classic Antiquity	27	Oedipus, and a play by
"	28	Aristophanes
	29	Development of the English language
Europe - Middle Ages	30	Introduction to Shakespeare: Macbeth
"	31	" " "
"	32	" " "
	33	" "
XI Europe-from Renaiss.to Mod.	34	
" "	35	Modern African literature
" "	36	" "
XII Africa - Col. & Mod.	37	Careers Unit:career clusters,prerequisites
" "	38	" "
XIII East Europe "	39	Wrap - Up & Review
" "	40	Exam
Review and Exam		

An equally intregrated syllabus can be laid out for Sequence II (American and Modern World Studies) and Sequence III(Futuristics).

The attendant concern in all this includes resources - not so much a lack of suitable teacher resources as the identification and acquisition of them. Too many schools and districts waste time, money, and effort developing their own when it is the job of those intrusted with that curriculum to save these resources and find others already completed and available.

A good resource starting point for the American English teacher is the National Council of Teachers of English. Their bibliographies such as Books For You (especially the new 1981 edition), Reading Ladders For Human Relations, and Guide to World Literature (especially the 1980 edition) are indispensible. Thematic units in Teaching English and the Humanities not only give sources and ideas but reproduce whole lesson plans that are applicable in a global context. The commissions and committees of NCTE (such as those on reading, media, minority affairs, comparative and world literature, E.S.L. and bilingual education, and white ethnic minorities) produce materials that are easily obtained and useful. For those

teachers personally interested in educational exchanges with other countries, there is the International Assembly.

Both Global Perspectives in Education, Inc., in New York, and the Center for Teaching International Relations, Denver, Colorado, are particularly fertile resources. They specialize in cross-disciplinary unit plans and multi-cultural materials which are judged by many to be attractive, effective, and not too costly.

An every increasing number of magazines among which are English Journal (especially resource issues and those devoted to such topics as interdisciplinary English), The Futurist (a publication of The World Future Society), and Science '80 (science for the layman in interdisciplinary terms) continue to offer a wealth of material to the English teacher who, though perhaps not especially creative, is anxious to attempt interdisciplinary units and assignments in the classroom.

In Australia, too, there are many centers which produce materials and syllabi for instruction in multi-cultural/international studies. Chief among

these is the Curriculum Development Center in Canberra which has a quantity of kits available in this area (those done in with cooperation with Qantas are especially attractive and low priced). Other states have local curriculum centers which are very much involved in this timely and fascinating area of education.

The aforementioned curriculum model and the material production centers are merely examples of what can be done. It is essential that any curriculum be tailored to meet local needs, that the participants be those committed to the instruction, and that the selection of materials and the operation of the program be concomitant with the requirements of the student population.

During the summer of 1980, I presented this model of Global Education to several educators in the United Kingdom. It soon became apparent that, although they endorsed the philosophy and even the model, the traditional inflexibility of the last two years of British high school education would make this exceedingly difficult. These last two years are the preparation for university entrance exams termed the "O" levels (lower) and the "A" levels (higher). Anything

that does not have a formal university entrance exam appears of little consequence to students looking toward British university entrance. The irony of the entire situation is that these British educators felt that the global program might be adapted to lower level students. Clearly, however, higher level students who are the potential leaders of tomorrow's society need this type of information, these skills as much if not more than those lower in the traditional academic hierarchy. The possibility of overtures being made to a university admissions office regarding the validation of a new program, or a pressure being put on educators at the tertiary level to reassess their outmoded inflexibility seemed improbable to these same educators. While the reaction of a few British educators can by no means be deemed an analysis of British education, these reactions might indicate - because of the very rigidity of the system - a need to reexamine this paradigm and how, perhaps, it is continuing to maintain anacademic elitism based on paper examinations of traditional subjects.

A somewhat similar situation exists in Australia because of matriculation exams for university entrance. These are not identical to those in the U.K. nor do they appear to be inflexible in all of

the Australian states. The final two years, however, again seem to be the least open to change. There was interest by teachers and curriculum experts at the Sydney International Conference in various facets of the Global Education Program including the school-within-a-school concept.

Likewise many educators at the World Congress of Reading in the Phillipines were enthusiastic about the model, came away with literature, and requested more. Their interest is multicultural as well as global issue oriented: it is an interest in the philosophy of the School of Global Education, the curriculum, the operation, the student activities, and evaluation. Some of them left expressing a conviction that they could, in fact, adopt certain facets of the program the next year.

Perhaps the most significant revelation coming out of international conferences is that we humans are more alike than we are different. The needs, the aspirations, the dreams of humankind are being met in some way, in some corner of our globe. There is no <u>one</u> response that is infallible, there is no <u>one</u> individual who is the expert. We all have within us as educators the seed of knowledge and the thirst for improvement limited only by our imagination and

perception. But we are AWARE. We are becoming increasingly aware that tomorrow's schools must be changed to reflect the insight and the respect and the intellectual humility that emerge as a result of the discovery, understanding, and acceptance of cultural differences.

In his landmark article, "Global Education"(American Education, June '78), Robert Leestma signals that:

> The future is not what it used to be. Mankind is beginning to share a contemporary common history and increasingly faces a common destiny. The future we face inevitably will be more international than the past. The future is now. The new frontiers are in innerspace, understanding mankind, interdependence, and intergenerational responsibility - and international cooperation for the common good. The development of literacy in global problems and issues particularly interdependence, competency in intercultural relations, and appropriate concern for international cooperation, are among the categorical imperatives of citizenship for the modern world, for students of all levels in the educational system.

It is, then, for us teachers who hold the power to veto or implement curriculum to remember the disquieting yet simple fact that no discipline, no school, no people, no nation has a separate future anymore.